A CONTENT ANALYSIS OF FOUR ENGLISH PROGRAM MODULES OF UNIVERSITAS TERBUKA

by

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ABSTRACT

Universitas Terbuka (UT), the Open University of Indonesia, uses printed material as the basic means of instruction for distance education students. Since 1984, UT has produced 328 modules in education, economics, mathematics, the natural sciences, and the social sciences. The material in these modules has been presented in a standard format, and the presentation of content has also taken on its own standard form. The purpose of this study was to examine the approaches used in preparing modules at UT and explore alternative ways for constructing them.

As a framework for the study, three theories of distance education are used: autonomy and independence, interaction and communication, and industrialization. Five perspectives on education are also identified. These perspectives and my own personal view of curriculum provide a basis for the methodology and analysis of the results.

Bloom's taxonomy and Eisner's five perspectives were used to analyze the content of four modules from the Faculty of Education's English Program S1. Each

paragraph of content and each set of exercises were coded according to Bloom's taxonomy and each was rated using Eisner's five perspectives. The modules were low in terms of cognitive levels, and strongly emphasized curriculum as technology.

The alternative examples produced were designed to raise the cognitive level at which the material was presented and express other curriculum perspectives to a greater degree. These examples which provide alternative methods are made based on the assumption that distance education provides opportunities for individual learning. The alternative examples are designed to offer ways to improve courses at UT.

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CHAPTER I

INTRODUCTION

Background

The Universitas Terbuka (UT) was inaugurated by the President of the Republic of Indonesia on 4 September 1984 pursuant to the Presidential Decree No. 41/1984. UT became the 45th Government University (Universitas Terbuka, 1987). However, unlike other universities, it employs a distance education system. Since it was established, it has produced 328 modules in four faculties. These modules make up the courses which are basic material for study by distance education students.

Distance Education separates the learner from the teacher. Unlike conventional university teaching, learners are not bound by place, time or specific instruction from teachers. Because the focus is the media which comprise teaching procedures, the aim must be to produce the best teaching materials possible.

There are two kinds of shared environments in distance learning. The first involves the learner studying the print material/modules, sometimes in

conjunction with other media. A distance education student has high autonomy in learning the material, and is often isolated. The second environment arises from the communication among learners themselves. This normally occurs within their study group. Feedback from UT through the postal system is often slow, and two-way communication by telephone is common only in the big cities. Thus, support for students working individually or in groups is often a problem.

The purpose of distance education is to help students in individual learning, and to support autonomy and independence in learning by communicating teaching procedures. Carrying out this purpose requires

> ...independent study on the part of the students and the preparation of specific learning materials. Independent study requires that the student has to study on his/her own or together with fellow students in a group, ask for explanations (during tutorials), listen to audio cassettes, follow the Universitas Terbuka TV programmes, do laboratory work and simulation when required, and look for sources of pertinent information. These activities have to be done by the student of his/her own accord, and he/she is responsible to no one but himself/herself.
> The study materials sent to the students comprise main material book(s) with an audio cassette, reference material(s), and a guide book for laboratory work and simulation when

> required. In addition, the study materials may take the form of prescribed books, radio broadcasts, TV programmes, video films, and laboratory and simulation materials. (Universitas Terbuka, 1987, p.3)

In order to give better service to UT students, whose number had reached 129 514 in 1987, Universitas Terbuka started a new system in September, 1987 with the following main characteristics:

- all year round student admission;
- varied learning loads;
- examinations three times a year;
- dispatch of learning materials straight to the student's address.

The new system was designed to give greater flexibility to the students to the effect that they can adjust their choice of programme and learning schedule to their intellectual capacity, economic situation, time, and interest. (Universitas Terbuka, 1987, p.1)

The institutional goals of UT as they were identified in the planning stage were to:

1. Provide equality of opportunity through education.
2. Strengthen the Government's commitment to improving the quality of education.
3. Expand educational opportunity. (Universitas

Terbuka, 1984, p. 1)

The question of quality referred to in the second objective is the concern of this project. How do we know the extent to which such programs have educational quality? To be able to determine such quality we need to ask what is distance education, how does it work, and how can we use evaluation to improve it.

Since the opening of UT, there has been pressure to produce modules:

> In UT's beginning years, time pressures will not allow course materials to be properly assessed and corrected before they are in the hands of students. Formative evaluation, pilot testing, or even critical review which ensures that the course is not defective, are luxuries which must be temporarily postponed. By obtaining student and tutor opinions about each of the modules and other course components at the same time the course is offered, however, it will be possible to obtain reasonable feedback on course content. This is particularly true for the printed materials, which initially can have limited press runs. Second editions could then reflect the critical comments of the students and tutors. (Universitas Terbuka, 1984, p.117)

Thus, from the beginning there was a need for analysing the modules that were produced. Course evaluation, however, has been limited at UT, partly because UT is a very young institution. Congruency between the purposes (General Instructional Objectives and Specific

Instructional Objectives) in modules, the learning activities and the formative test were never examined. During the development of the material, it has been difficult to establish an evaluation procedure, because there are so many changes in course development. The design of the modules has changed from the original blueprint, and no criteria have been used to follow the steps in production. The standard technical format is used to control the module design in four faculties, and it is the only instrument for quality control. As long as the format is followed, the modules are regarded as being ready to publish. Therefore the contents of each module have tended to be developed based on a one particular standard. Efforts to obtain feedback from tutors and students about the content are valuable, but thus far this has been limited only to certain subjects and there is a need to analyze the feedback results before they are given to the course writers. Tutors could suggest to the course writers what additional topics should be covered in the modules, and students could identify the difficulties they find in studying the modules.

The problem is how do we know that the courses

sufficiently serve the goal of quality education? What actions might course writers take to improve their materials?

Purpose of The Study

The overall purpose of this study was to provide a means to improve modules. The study had two specific purposes. The first was descriptive: to examine four UT modules from the Faculty of Education, English Program S1, in order to determine the theoretical perspectives underlying the way of presenting the content. The second purpose was prescriptive: to suggest alternatives in presenting the course based on major perspectives of curriculum.

Importance of The Study

There is a need for continuing improvement in what we do in education. Such improvement comes through change and growth. Examining different ways of teaching provides opportunities for change, and prevents static and mechanical development. Recognizing alternative models of teaching is central in the improvement of the educational process.

Examining the format or content of modules for the purpose of evaluation is useful for practical reasons. By providing standards for UT modules, instruction is driven toward a single format. There are problems in defining only one way of presenting a model: is it sufficient? The consequence of presenting only one approach to instruction perhaps makes the writing task easier, but it neglects the learner's autonomy in choosing alternatives of learning, and does not solve the problem of quality. There is a need for change in the development of course materials which should reflect the possibility for learning in several ways.

Procedure

To achieve the first purpose, aimed at analyzing module contents, I used Bloom's Taxonomy of Educational Objectives to determine cognitive levels. I also examined the relationship the modules bear to Eisner's (1979) perspectives. I carried out the content analysis of the modules by:

a. reading through the four modules,

b. analysing each module to identify the steps that the students are to perform,

c. suggesting improvements or changes, and

d. linking them to Eisner's perspectives using my personal profile and emphasis.

For the second purpose, I identified and constructed examples based on those perspectives of Eisner that are suitable for distance education students.

Limitations of The Study

Print material is the main medium used at UT. My study was limited to the four modules from different subjects in the English program in the Faculty of Education. These modules were chosen because the contents of each module were of interest to me.

Overview

This study will be described in five chapters. Chapter One provides the background and states the purpose for the study. In Chapter Two I discuss three theories of distance education, five perspectives in curriculum development, and also describe my own orientation to curriculum. Chapter Three presents the methodology, the sample selection and the instruments

for analysis. In Chapter Four, the analysis charts for the four modules based on Bloom's Cognitive levels are shown in tabular form, and each module is identified with the five perspectives of Eisner. In Chapter Five, based on the results of the analysis, I present examples of changes to exercises as alternative forms of instruction in the four modules.

CHAPTER II

LITERATURE REVIEW

The Problem of Quality

The quality of educational programs has been always a question. To be able to determine the quality of distance education material, it is important to consider research and evaluation based on conventional university settings. Morgan (1984) makes this point in this way:

> Although distance education has many differences from education in conventional settings, research and evaluation carried out with conventional campus based students can provide a basic framework for developing research paradigms for students studying at distance. A careful examination of trends and developments in research with campus-based students should ensure that many of the pitfalls and blind alleys can be avoided in the growth of research and evaluation in distance education. (pp. 252-253)

To examine the relationship between the learner and the print material, two areas of attention provide starting points. One is the nature of distance education as reflected in the theory of distance education; and the other is the perspective one has in developing curriculum in a conventional school. Because my personal needs color my intention in

examining the modules, I later present my individual orientation to curriculum which will influence my decisions in analysing, evaluating and developing curriculum.

The setting of distance education which is different from conventional settings is described by Keegan as follows:

> There are five constituents of Wedemeyer's thoughts on how a teaching-learning system can be developed which will cope with the problems of distance:
> * the student and teacher are separated
> * the normal processes of teaching and learning are carried on in writing or through some other medium
> * the teaching is individualised and learning takes place through the student's activity
> * learning is made convenient for the learner in his own environment
> * the learner takes responsibility for his progress, with freedom to start, stop and pace himself at will. (Keegan, 1983, p.11)

To be able to create such a learner centered activity, there are certain indicators of high quality. Bergquist and Armstrong (1986) identify seven:

1. Attractive: It does something that brings people to it
2. Beneficial: It does something that is helpful to the individuals and the community involved in it
3. Congruent: It does what it says it will do
4. Distinctive: It is responsive to the unique characteristics of the institution and its people and thus is unlike most other

programs.

5. Effective: It does what it does very well and can demonstrate its effectiveness to others.
6. Functional: It provides learners with attributes needed to perform successfully in today's society.
7. Growth producing: It enhances growth in a number of important directions of learning.

The first five focus primarily on the characteristics of the program, while the last two focus primarily on the characteristics of the learner who is participating in the program. (p. 3)

The two last criteria described above are also useful for distance education:

> Functional: At the heart of any academic planning effort should be a basic concern for the impact on the individual learner. However elaborate or interesting our interpretations of society, programs, and institutions might be, the ultimate test of effectiveness is how the program meets the needs of and produces desirable change in the current or potential students it intends to serve. An educational program of high quality will provide liberal learning and focused experiences that, through a variety of arrangements, sequences, and conditions, will prepare and assist learners to develop the intellectual, personal, vocational, ethical, and attitudinal attributes that they will need to function in the complex, rapidly changing society of the future (Berquist & Armstrong, 1986, p.5).

The focus on the learner is important to consider. The impact on the learner as a result of interacting with the distance education material is useful to explicate. The final criterion clearly concentrates on the individual learner's needs.

> Growth Producing: A program of high quality will provide ways to assess each learner's needs and help him or her to grow and develop in mature and satisfying ways. Cognitive, affective, ethical, moral, social, physical, and interpersonal dimensions of development will be taken into account. The learner's developmental needs will be matched by programs and processes that best serve these needs. The more diverse the learner population, the more variations in response there must be to meet the developmental needs of the learners. (Bergquist & Armstrong, 1986, p.5)

These seven criteria provide two perspectives used in qualitative research to study distance education material. John Dewey's classic book The Child and the Curriculum, showing alternative models or conceptions of curriculum organization, has been the subject of much dispute historically. One group says:

> Subdivide each topic into studies; each study into lessons; each lesson into specific facts and formulae. Let the child proceed step by step to master each one of these separate parts, and at last he will have covered the entire ground. The road which looks so long when viewed in its entirety, is easily traveled, considered as a series of particular steps. Thus emphasis is put upon the logical dubdivisions and consecutions of the subject-matter. Problems of instruction are problems of procuring texts giving logical parts and sequences, and of presenting these portions in class in a similar definite and graded way. Subject-matter furnishes the end, and it determines method. The child is simply the immature being who is to be matured; he is the superficial being who is to be deepened; his is narrow experience which is to be widened. It is his to receive, to accept. His part is fulfilled when he is ductile and docile.

> Not so, says the other sect. The child is the starting-point, the center, and the end. His development, his growth, is the ideal. It alone furnishes the standard. To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Personality, character, is more than subject-matter. Not knowledge or information, but self-realization, is the goal. To possess all the world of knowledge and lose one's one self is as awful a fate in education as in religion. Moreover, subject-matter never can be got into the child from without. Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. Literally, we must take or stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning. (Eisner, 1979, p.124)
>
> For Dewey, the solution to the problem of how to sequence learning opportunities was to be found not in orthodoxies or in dogmas but rather in the concept of experience itself. The central question for Dewey was, "What kind of experience is a mode of curriculum organization likely to yield for students?" For Dewey, the experience was to be educative, rather than non- or miseducative. (Eisner, 1979, p.125)

There are two similar perspectives used in qualitative research in distance education; the objective standard and the student standard. The differences between the two perspectives are stated in a distance education discussion cited in Morgan (1984):

> Marton and Svensson(1979) differentiated between two different research perspectives; the first-order perspective is represented by experimental type investigations, psychometrics and traditional evaluation measuring the achievement of objectives in observational and

'from the outside'. In contrast, the second-order perspective is phenomenological and describes learning from the learner's perspective, 'from the inside'. In the second order perspective:

> Learning always occurs naturally in a context...the context of learning is not described independently of the learners, but rather through their eyes. The description thus refers to the way in which students related themselves to the situation...it always has a content as well...we consider the findings and descriptions of conceptions of fundamental aspects of various learning materials to be one of the main tasks of research into student learning. (Marton & Svensson, 1979:473)

This perspective therefore demands a focus on aspects of the learner's experience studied from the learner's point of view. (p.254)

Distance Education

There are three theories of distance education described in this section: autonomy and independence, interaction and communication, and industrialization.

Theory of Autonomy and Independence

In this concept of distance education, the opportunity to make someone's own progress is emphasized. It is assumed that the individual self-paced learning requires minimum help from tutors. Keegan (1983) describes how this concept stresses autonomy on the learner's side:

> Moore proposes that all distance education programmes can be measured by the degree of learner autonomy they allow. He establishes three bases for this measurement:
> * Autonomy in objective setting. Is the selection of learning objectives in the programmes that of the learner or the teacher?
> * Autonomy in methods of study. Is the selection and use of resource persons, of books, and other media, the decision of the teacher or the learner?
> * Autonomy in evaluation. Are the decisions about the method of evaluation and criteria to be used made by the learner or teacher?
> This leads Moore to his conclusion that independent study is any educational programme in which the learning programme occurs separate in time and place from the teaching programme, and in which the learner has an influence at least equal to the teacher in determining learning tools, resources and evaluation decisions. (p.16)

Thus, a distance education institution such as Universitas Terbuka may determine quality control by conducting an evaluation of the learning package with respect to the autonomy of learner.

Theory of Interaction and Communication

This concept assumes that individual learners require communication between themselves and course writers through media. Media designed to communicate with the student, in this case especially print material, is required.

Study in a distance system is self-study but

> it is not private reading, for the student is not alone. He benefits from having a course developed for him and also from interaction with his tutors and other representatives of a supporting organisation. It is this relationship between the student and the supporting organisation which Holmberg characterises as guided didactic conversation. (Keegan, 1983, p.30)
>
> The presentation of course materials is one-way traffic only; activities such as counselling, didactic communication and communication at the initiative of students are, in addition, necessary for a distance system. (Keegan, 1983, p.30)

The learner's perspective is important to consider in distance education. The perspectives of the course writers are also important to consider. In relation to this study, I apply a "what if I am a student" style, to assess the communication link provided between the course writer's perspective and a student's point of view.

Theory of Industrialization

Distance education material provides instructional packages which are open for everybody who wants to learn. The medium of instruction, in this case the print material, is the source by which quality can be discussed and criticised. Keegan (1983) cites some essential ideas of Peters in this regard:

In distance education it has the following

> characteristics according to Peters:
> * teaching procedures are divided up and separated from the person of a single teacher. Teaching is not dependent on an individual's subjective reaction to a classroom atmosphere but is objectively planned to be made available to all who enrol.
> * once teaching has been objectivised it can, by means of reproduction, mechanisation and transports systems, be brought in the same quality to a theoretically unlimited number of students.
> Peters sees distance education, therefore, as a solution in which quality of education can be preserved when the number of students in a state or country wish to study in much greater numbers than the available number of teachers. (pp. 21-22)
>
> He finds some justification for this in the fact that the production of learning materials for distance students, is, in itself, an industrialized process and one that is quite different in its teaching procedures from book production. (p. 20)

Industrialization concerns the technology for improving the development of material. It implies that , the focus and source for assessment of quality is the learning package, hence the development of modules of high quality is important for Universitas Terbuka.

The Importance of Evaluation

When we deal with quality, we should deal with description of reality, personal interpretation, and

furthermore, human judgement. Education is not value neutral according to Peters. Acquiring education is acquiring something worthwhile and desirable. One cannot in education avoid making value judgements. "For Peters the central features of education are the criterial attributes of (1) value and (2) knowledge. In addition there is (3) a procedural requirement" (Hamm, 1987, p.32). These three concepts constitute a sound basis for evaluating distance education material.

The meaning of evaluation can be stated as "the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives" (Worthen & Sanders, 1973, p. 18). Evaluation is a central activity in the present study.

In educational practice, it is important to maintain an evaluation activity in conjunction with the development of material.

> Development (in education) is the production and testing of curriculum materials (such as books,

> films, computer-assissted instruction programs), organizational or staffing plans (such as team teaching, differentiated staffing, modular scheduling), and other applied media or instruments of schooling. (Worthen & Sanders, 1973, p. 19)

It is useful to see research, evaluation and development as a continuous activity in producing distance education material.

> Educational evaluation is an attempt to assess the worth of a thing and educational research is an attempt to assess scientific truth. Except that truth is highly valued and this worthwhile, this distinction serves fairly well to discriminate research and evaluation. The distinction can be given added meaning if "worth" is taken as synonymous with "social utility" ... and if "scientific truth" is identified with two of its properties: (a) empirical verifiability, and (b) logical consistency. (Worthen & Sanders, 1973, p.29)

Theories of distance education are related to the three principles of research and evaluation:

> Inquiry is seen as directed toward the assessment of three properties of particular statement concerning a phenomenon: (a) its empirical verifiability by accepted methods (b) its logical consistency with other accepted or known facts and (c) its social utility. Most disciplined inquiry aims to assess each property in varying degrees. (Worthen & Sanders, 1973, pp. 29-30)

Empirical verifiability has a relationship with

one-way communication for presenting distance education learning material; for assessing the standard method of material design. Logical consistency looks at the internal structure of the curriculum materials. The theory of industrialization corresponds with evaluation principles of "worth" for society, and "worth" is determined by social utility.

> Evaluation seeks directly to assess social utility. Research may yield evidence of social utility, but only indirectly, insofar as empirical verifiability of general phenomena and logical consistency may eventually be socially useful. A touchstone for discriminating between an evaluator and a researcher is to ask whether the inquiry he is conducting would be regarded as a failure if it produced no information on whether the phenomenon studied was useful or useless. A researcher answering strictly as a researcher will probably say "no". (Worthen & Sanders, 1973, p.29).

To assess the quality of distance education materials, based on the three concepts of research and evaluation, there are two kinds of interrelated activities. The first one is analysis, which is the process of de-structuring ways of presentation and content comprehension to grasp the logical consistency in determining levels, and in showing empirical

verifiability. The second one is synthesis, which is the activity of re-structuring--a development activity which makes change or constructs alternatives to improve social utility. Social utility meaning "worth in society," is addressed by assessing how best the material may be communicated among students in a study group, in tutorials, and among teachers or course writers.

Eisner's Perspectives in Education

There are five perspectives introduced by Eisner and Vallance in their book Conflicting Conceptions of Curriculum (Eisner & Vallance, 1974). Each perspective can be regarded as a conception and a way of viewing the curriculum.

Development of Cognitive Process (CP)

In this perspective, the cognitive process (usually not related to specific subjects) is considered the important skill to be developed. The learning process is to improve students' skills (including thinking skills, such as problem solving) and abilities. This orientation is concerned primarily with the refinement of intellectual operations. The

essentials of this perspective are described by Connelly and by Eisner and Vallance as follows:

> "How" rather than "what" a student learns is the key. Schooling must be concerned with process, and reflect the assumption that there are general intellectual skills that can be applied to any subject matter. (Connelly et al., 1980, p. 14)

> The cognitive process orientation to curriculum seeks to develop a repertoire of cognitive skills that are applicable to a wide range of intellectual problems. (Eisner & Vallance, 1974, p. 19)

Curriculum as Technology (CT)

This perspective is the most well-known point of view in education and also in other fields, such as in industry and military training. Educational activities should deal with determining means and achieving ends. CT conceptualizes the function of curriculum as essentially one of finding efficient means to a set of predefined, nonproblematic ends. As Connelly points out,

> In this view, the processes of curriculum planning and teaching method are most important. The function of curriculum is to find efficient means to a set of ends, a technology of curriculum development and instruction that emphasizes the efficient packaging and presentation of materials to the learner.

(Connelly et al., 1980, p. 14)

Personal Relevance (PR)

This perspective focuses on the personal needs and the personal preferences of students. Each individual student has specific needs, hobbies, favourite activities, and each student also requires specific help.

> The school must provide a personally enriching experience for the child. It should help each student grow through natural experiences, discovering himself and "unfolding as he should" on the way to personal autonomy. The school should not offer dull "essential" curriculum that will be useful in some far-off future, but rather curriculum that is exciting, purposeful, and fulfilling in the student's present view. It assumes that children pursuing self-actualization will discover and learn the things necessary to their long-term well-being. Note that self-actualization does not imply an escape from disciplined thought. Rather, its proponents believe that it is through the personal power of disciplined thinking that one is "self-actualized" and set free. (Connelly et al., 1980, pp. 14-15)

Social Reconstruction (SR)

The main point of this perspective is social change. Individual students live in society, and they learn to adapt to the people in the environment in which they live. SR emphasizes the role of education

and curriculum content within the larger social context, stressing societal needs over individual needs.

> Social reconstructionists see schooling as an agency of social change, and they demand that education be relevant both to the student's interests and to society's needs. (Eisner & Vallance, 1974, p. 135)

> The social reconstruction view has two versions, adaptive and change. The adaptive version holds that society is inevitably changing, and that schools should therefore help children adapt to meet changing conditions. ...The change version holds that social changes are needed, and that schools should provide leadership, both by exemplifying the desired social ends and by educating children to become critically aware citizens concerned with social change. (Connelly et al., 1980, p. 15)

Academic Rationalism (AR)

This perspective could be called the traditional perspective. Curriculum as academic rationalism, is primarily concerned with enabling the young to acquire the tools to participate in the Western cultural tradition and with providing access to the great ideas and objects that man has created. This perspective has been associated with certain subjects such as history and biology which have an established tradition of inquiry and which are also regarded as basic subjects

that can enlighten other subjects.

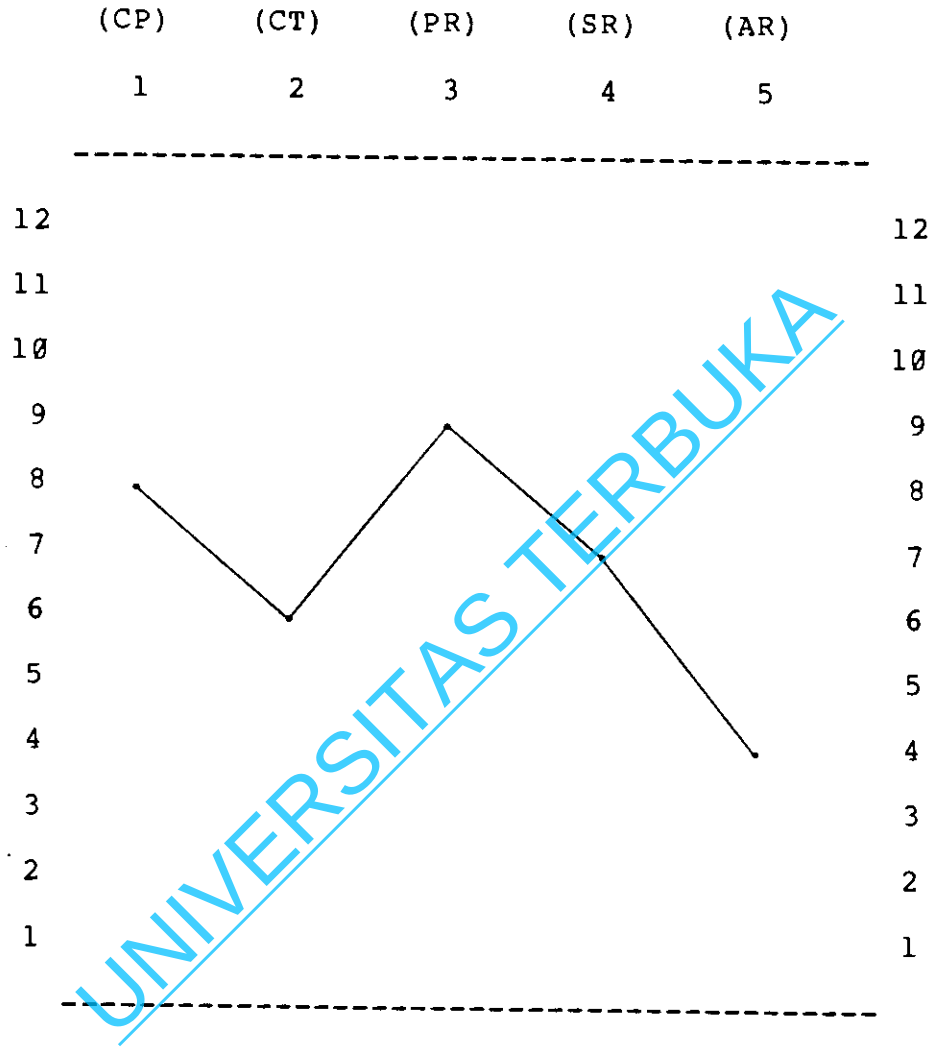
> Schools exist to pass on what is most worthwhile from the great thinkers of the past. According to this view, since there is no time to teach everything, the school should focus on the great products of the human mind as represented in the traditional subjects taught. Academic rationalism thus focusses on select knowledge, and on how knowledge is acquired through inquiry. (Connelly et al., 1980, pp. 15-16)
>
> Academic rationalists argue that ideas within the various disciplines have a distinctive structure and a distinctive set of contributions to make to the education of man. (Eisner & Vallance, 1974, p. 161)

Although they are not absolutely distinct, these five conceptions of curriculum allow us to classify curriculum arguments. In relation to my study, these five perspectives provides arguments for various evaluation and development activities. The arguments for the importance of my point of view in evaluating and developing print material can be drawn from the perspective of Personal Relevance. The argument for carrying out evaluation by using instruments of analysis such as Bloom's Taxonomy is a result of the perspective of the Development of Cognitive Process. Another argument for evaluation is based on Curriculum

as Technology--to understand the objectives of instruction and the variety of targets in instructional material. The argument for developing alternative ways of presenting material based on characteristics of the subject can be seen in the Social Reconstruction perspective or Academic Rationalism perspective. In this study I use Eisner's five perspectives to make suggestions for developing instruction in UT's modules.

Personal Curriculum Orientation Profile

Connelly's Curriculum Planning for the Classroom (1980) contains an instrument with 57 statements of various purposes in developing curriculum (See Appendix A). I completed this instrument, and the chart below shows my profile with respect to Eisner's five perspectives on curriculum.



CP=Cognitive Processes; CT=Curriculum as Technology; PR=Personal Relevance; SR=Social Reconstruction; AR=Academic Rationalism

My profile is important in relation to the analysis carried out in this study. The chart shows

more personal importance attached to CP than to CT. I emphasized the use of Bloom's Taxonomy related to the perspective of developing Cognitive Processes and focused on comparing the four modules. In applying the Curriculum as Technology perspective I describe to what extent the objectives have been achieved. I attach greatest importance to Personal Relevance, and regard personal experience as the main focus in evaluating the four modules. I was sensitive to Social Reconstruction, and determined if there was such a perspective represented in each module. I find the perspective of Academic Rationalism to be the least important, and this is shown by not emphasizing the "subject" classification of each module specifically.

In Appendix A, I have modified the original mixed 57 statements from the five categories, and classified the statements according to each category, so that the purposes are easier to see. The numbers presented in Appendix A follow the original instrument; and the statements that I agree which are listed first, followed by the statements with which I disagreed.

CHAPTER III

METHODOLOGY

In this chapter, I describe the principles I used to select the sample for this study. I also address the problem of bias, and I explain the primary instrument for analysis, that is, Bloom's Taxonomy (Bloom, 1984).

The Sample

I have stated in Chapter Two how the three theories of distance education related to educational practice in Universitas Terbuka. The theory of autonomy and independence relates to the position of people at UT as evaluators and quality controllers. They have the right to revise, and to develop standards for the development of instruction in UT's learning packages. UT should help the students to learn better by making an effort to increase the probability of communication and interaction between the students and the material, and among the students themselves. To this end, I took the position "what-if" I were a student of the S1 English Program in the Faculty of Education and had to follow four courses, one

compulsory, and the other three elective. By recording my experience in interacting with the materials, I felt I could determine how to change the necessary parts, such as the exercises in order to develop the material better. I also used the principle of industrialization to increase the quality of the material by considering that the modules should be more than merely textbooks. Modules contains specific instructions for study, and the question was what kind of instructions are necessary.

Based on my own curriculum orientation profile, I selected the four modules because I was interested in their contents. The modules constitute a non-random sample, and I do not claim them to be representative of all modules in the S1 English Program in the Faculty of Education.

One module is from a compulsory course for English Program students, that is Vocabulary, Module 1 entitled Specific Terminologies in Different Fields of Study. The three others include: Educational Philosophy (English for Education, Module 1), English for Art (English for Arts and Science, Module 6), and What is Culture? (Cross Cultural Understanding, Module

1).

I found these four modules interesting after skimming the content of each and felt interested to read these modules further because they could raise my curiosity in learning. The topics in these modules provide a good basis for learning in other fields. I regard these topics as part of basic knowledge to understand life.

The Problem of Bias

Bias is a predisposition or prejudice (Allen, 1985, p. 66). Bias may occur when an individual unconsciously has a particular predisposition in selecting data. If it emerges, the impact is that the data are no longer reliable. In this case, I used my opinion or decisions as the source of data for analyzing modules. I carried out the analysis on purpose and consciously, but there is no guarantee that the data base itself is unbiased.

Because I was the only person involved, the possibility of bias becomes greater. My personal opinions may reduce the reliability of the data and may affect decisions about logical consistency, empirical

verifiability and social utility. This analysis should be seen as only a first step toward curriculum improvement.

It is likely that my bias is influenced by my curriculum orientation profile (see Appendix A) which has strong tendencies toward certain perspectives, as shown by the peaks in the chart. Thus, I may give a high rating to these perspectives whenever they occur in the modules. Similarly, for the perspectives on which I scored at the low levels, I may have had a tendency to reject them. The experience in studying the module, regarding each perspective, is a kind of matching of my own perspective and the perspectives of the writers that exist in the modules.

Instruments for Analysis

The two instruments used to carry out the content analysis were Bloom's Taxonomy and Eisner's five perspectives. I used these two frameworks because they are well known in education. They include cognitive components, and the five perspectives which are very helpful in determining the characteristics of existing material or classifying the major purposes for

developing new alternatives.

Eisner's perspectives and Bloom's Taxonomy help to understand the modules more deeply through content analysis. They function then, as tools for analysing and understanding the modules. The function of each tool is different: Bloom's is analysis, Eisner's is evaluation and development.

Content analysis is the most accepted method of research for the purpose of this study, although the procedures are highly dependent on the tool for analysis. Analysis, however, is not sufficient to judge practical activities; it only suffices to determine a level of understanding or comprehension. The results of analysis should be used for evaluation, and the concrete action of producing alternative examples for the presentation of the material. The focus of my study is the method for arriving at alternatives, rather than the content itself, although the general approach is through content analysis.

Bloom's Taxonomy

Bloom's Taxonomy is a clarification of educational objectives. In this study, I applied the taxonomy for cognitive objectives which Krathwohl describes in an

article in Educational Evaluation: Theory and Practice (Worthen and Sanders, 1973, pp. 249-257) as follows:

A. Knowledge

1.00 Knowledge

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material...To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues and clues which will most effectively bring out whatever knowledge is filed or stored.

1.10 The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents.

1.11 The referents for specific symbols. This may include knowledge of the most generally accepted symbol referent.

1.12 Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon.

1.20 Knowledge of the ways of organizing, studying, judging and criticizing. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1.21 Knowledge of conventions is knowledge of characteristic ways of treating and presenting ideas and phenomena, for example to make pupils conscious of correct form and usage in speech and writing.

1.22 Knowledge of the processes, directions and movement of phenomena with respect to time.

1.23 Knowledge of the classes, sets, divisions and arrangements which are regarded as fundamental for a given subject field, purpose, argument or problem.

1.25 Knowledge of the methods of inquiry, techniques and procedures employed in a particular subject field as well as those employed in particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

1.30 Knowledge of the major schemes and patterns by which phenomena and ideas are organized.

1.31 Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting or in determining the most appropriate and relevant action or direction to be taken.

1.32 Knowledge of Theories and Structures is knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded and systematic view of a complex phenomenon, problem or field.

B. Intellectual Skills and Abilities

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems... The ability and skill objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose.

2.00 Comprehension

This represents the lowest level of understanding. it refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 Translation

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another.

2.20 Interpretation

The explanation or summarization of a communication.

2.30 Extrapolation
The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the condition described in the original communication.

3.00 Application
The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures or generalized methods.

Procedure

"Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication". (Berelson, 1952, p. 18) The method of content analysis was applied individually to four modules. The instrument for analysis was Bloom's Taxonomy of Educational Objectives. I used this instrument to get a map of cognitive levels for the objectives, the exercises, and the formative tests of the modules.

My analysis of the four modules began with the interpretation of the stated objectives. Each module begins with a statement of General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO). I assigned each objective to the appropriate

level of Bloom's cognitive domain.

Next, I read the four modules. Each module consists of one or several learning activities. In every learning activity, there are one or several kinds of exercises, and afterwards, a formative test (See Appendix B). To analyze the content of the four modules, I focused my attention on the kinds of instruction in each learning activity, especially in the exercises and in the formative test. I tried to interpret these two parts of each learning activity using the levels of Bloom's Taxonomy.

I focussed on the exercises and the formative test, because they represent the objectives being put into reality. The other parts of the learning activity, such as Discussion and Examples, Reading Passage, Key to Exercises, Summary and Feedback, and Follow-Up, I considered not important to be regarded as representatives of the realization of instructions, except that they necessarily exist to support the two main parts I have already mentioned.

I generally focussed my attention on the verbs used in each of the objectives or instructions, then related each verb to the appropriate cognitive level.

This verb-centered style is very helpful in explaining why I classified certain objective into certain levels. In classifying instructions, I emphasized more on the basis of type of instruction which are interpreted to require certain kinds of student knowledge or skill.

CHAPTER IV

RESULTS

In this Chapter, I present the results of the analysis of the four modules using Bloom's Taxonomy and Eisner's Perspectives. This is seen as a preliminary step for developing alternatives for change in the discussion chapter.

English for Education, Module 1

Description

Each learning activity (LA) begins with a Reading Passage. The instructions for the Reading Passage do not present specific objectives, they merely state something like "Read the following text, and then do all the exercises". The text contains several paragraphs that provide material for doing the exercises. For example, the subsection of the set of exercises related to the first LA is called Meaning Assessment, and it contains ten statements which should be determined true or false according to the given text. The ten statements were rated at Bloom's level 1.10 and 2.00. The following subsection, called

Contextual Reference, contains four questions typically of 1.11 level. The next subsection, Vocabulary, contains several sets of exercises having different kinds of instructions which usually could be classified into levels 1.10, 1.11 and 1.21. The following subsection, Structural Feature, contains a variety of exercises which could be classified into various levels. The Key to Exercise subsection and the Summary subsection were not classified into levels. The Formative Test presents ten multiple-choice items. The final subsection is Feedback and Follow-Up, and this is identical for all learning activities (The first learning activity of this module is given an example of a typical activity in Appendix B).

Objectives

The General Instructional Objective (GIO) and Specific Instructional Objectives (SIO) for each learning activity are presented below. The level of Bloom's taxonomy assigned to each is shown in parentheses.

The GIO: After completing this module, you will know and understand the texts, vocabulary, and structure in

some readings about philosophy of education (1.10, 2.00).

This objective was classified in two ways. The first is under Knowledge, 1.10 level. The reason for assigning this level is that the verb know is a characteristic of recall ability in mentioning which texts could be classified into the subject English for Education. The second level, Intellectual Skills and Abilities, shows a level of 2.00 comprehension because the verb understand indicates the required ability for the students to master the content of the given texts in this module.

The Specific Instructional Objectives were as follows:

SIO: Through presenting the text in philosophy of education, you will be able to:

a. match the statement in the exercise which suits the content of the text (1.10).
b. find or identify the statement which is referred by pronoun or certain word/phrase in the text (1.11).
c. understand the meaning and the use of vocabulary selected from the text (2.00).
d. understand the form and the use of structure

selected from the text (2.00).

SIO (a) presents two levels: first, the 1.10 recall level, and second, the 2.00 comprehension level. To be able to achieve this objective, two kinds of abilities are required: (1) to memorize the content of the text, 1.10 recall, and (2) to understand correctly the content of the text to determine true statements according to the text, 2.00 comprehension. SIO (b) requires 1.11, referents for specific symbols. The specific symbols are the pronouns or certain words or phrases in the texts which should be related to a statement which follows or precedes the specific symbols. SIO (c) could be interpreted to have 2.00 comprehension level because the verb understand refers to vocabulary. Similar with SIO (c), SIO (d) has level 2.00 because this objective showed the same verb understand which refers to an aspect other than just the vocabulary, that is, the structure selected from the text.

Evaluation

In analyzing the content of each module, I identified the major emphasis from Eisner's five

perspectives. The major perspectives underlying this particular modules are Academic Rationalism and Curriculum as Technology. These two perspectives are indicated by the emphasis on studying a second language in the content (AR) and by the objectives-centred basis of the module (CT).

In analyzing the four modules with respect to Bloom's Taxonomy, I found that, generally, not all the cognitive objectives from each level were represented in the material. The objectives and instructions in the exercises showed a range of 1.10 to 1.30 in levels of Knowledge, and only a range of 2.00 to 3.00 in levels of Intellectual Skills and Abilities. Because I found no objectives or instructions above level 3.00 in part B, I reduced Bloom's original chart in presenting the results for each module.

In analyzing the GIO and SIO and the instructions in the exercises, there were some cognitive objectives that were not clearly indicated in each module, particularly objectives 1.23 and 3.00. However, although these objectives were not explicit, sometimes several learning activities showed meanings in their instructions by which the levels could be recognised.

The decisions on levels were based firstly on comprehension, that is, by grasping the meaning of each part of the module, then by interpreting this meaning and converting it into certain levels.

The classification of objectives, exercises and formative tests for the module are outlined in Tables 1 to 5. An asterisk (*) in a table indicates that an objective or exercise is related to that level. A number entered indicates the number of multiple-choice items at that cognitive level. Essay items are indicated by the letter "E".

Table 1
English for Education, Module 1: Objectives

Cognitive Level	GIO	Specific Instructional Objectives a	b	c	d
A. KNOWLEDGE					
1.10 recall	*	*			
1.11 referents for specific symbols			*		
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions					
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements					
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems					
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension	*			*	*
2.10 translation					
2.20 interpretation					
2.30 extrapolation					
3.00 application					

Table 2
English for Education, Module 1: Exercises 1 and Formative Test 1

Cognitive Level	Exercises 1				Formative Test 1
	Meaning Assessment	Contextual Reference	Vocabulary	Structural Feature	
A. KNOWLEDGE					
1.10 recall	10		*		
1.11 referents for specific symbols		4	*		*
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions			21+9e	5e	10
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements					
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems					
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension	*				*
2.10 translation					
2.20 interpretation					*
2.30 extrapolation					
3.00 application					

Table 3
English for Education, Module 1: Exercises 2 and Formative Test 2

Cognitive Level	Exercises 2				Formative Test 2
	Meaning Assessment	Contextual Reference	Vocabulary	Structural Feature	
A. KNOWLEDGE					
1.10 recall	10				*
1.11 referents for specific symbols		6	*		*
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions			20+5e		8
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements				10e	
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems					
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension	*				*
2.10 translation					
2.20 interpretation			*		
2.30 extrapolation					
3.00 application					

Table 4

English for Education, Module 1: Exercises 3 and Formative Test 3

Cognitive Level	Exercises 3				Formative Test 3
	Meaning Assessment	Contextual Reference	Vocabulary	Structural Feature	
A. KNOWLEDGE					
1.10 recall	10				
1.11 referents for specific symbols		8	30		*
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions			*	*	10
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements				8e	
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems					
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					*
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension	*			*	*
2.10 translation					
2.20 interpretation					*
2.30 extrapolation					
3.00 application					

Table 5
English for Education, Module 1: Exercises 4 and Formative Test 4

Cognitive Level	Exercises 4				Formative Test 4
	Meaning Assessment	Contextual Reference	Vocabulary	Structural Feature	
A. KNOWLEDGE					
1.10 recall	12				
1.11 referents for specific symbols		10	32		*
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions			*	5	10
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements					
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems			*		
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension	*			*	*
2.10 translation					
2.20 interpretation					
2.30 extrapolation					
3.00 application					

Cross Cultural Understanding, Module 1

Description

There are three LAs which consist of the same parts. Each LA begin with a text to read. The Discussion and Examples take the form of a text having various numbers of paragraphs. On each exercise there are the same parts. Exercise 1 is for LA 1, Exercise 2 is for LA 2, and Exercise 3 is for LA 3. Each exercise only consists of one kind of instruction, that is, questions with essay answers. The Key to Exercises provides directions towards the right answer. The Summary represents briefly the activities of students after finishing each exercise. There are ten multiple-choice items to answer in the Formative Test section for each LA. The Feedback and Follow-Up is the same for every LA. The Key for Formative Tests is presented after LA3.

Objectives

The objectives of this module are:

GIO: After learning this module the students are expected to understand Cross Cultural Understanding and its relationship with the

language and cultural values of the target language (2.00).

SIO: After learning this module the students are expected to be able to

1. define culture; (1.10)
2. mention the universal cultural patterns of behavior; (1.10)
3. answer the questions on the relationship of language and culture; (1.10)
4. answer the questions on the importance of understanding culture in studying a foreign language (1.10).

Evaluation

The underlying major perspectives of this module are Social Reconstruction and Curriculum as Technology as shown by the specific characteristics of each perspective, such as providing knowledge of the importance of society on individual behavior (SR) and the objectives orientation of the material (CT).

The classification of objectives, exercises and formative tests for the module are outlined in Tables 6 and 7.

Table 6
Cross Cultural Understanding, Module 1:Objectives

Cognitive Level	GIO	Specific Instructional Objectives 1	2	3	4
A. KNOWLEDGE					
1.10 recall		*	*	*	*
1.11 referents for specific symbols					
1.12 dates, events, persons, place, etc.					
1.20 ways of organizing, studying, judging and criticizing					
1.21 forms and conventions					
1.22 processes, directions and movement (incl. trends)					
1.23 classes, sets, divisions and arrangements					
1.24 criteria					
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems					
1.30 major schemes and patterns					
1.31 principles & generalizations					
1.32 theories and structures					
B. INTELLECTUAL SKILLS AND ABILITIES					
2.00 comprehension		*			
2.10 translation					
2.20 interpretation					
2.30 extrapolation					
3.00 application					

Table 7
Cross Cultural Understanding, Module 1: Exercises and Tests

Cognitive Level	Exercise 1	Formative Test1	Exercise 2	Formative Test2	Exercise 3	Formative Test3
A. KNOWLEDGE						
1.10 recall	9e	10	4e	10	5e	10
1.11 referents for specific symbols	+	+	+	+	+	+
1.12 dates, events, persons, place, etc.						
1.20 ways of organizing, studying, judging and criticizing						
1.21 forms and conventions						
1.22 processes, directions and movement (incl. trends)						
1.23 classes, sets, divisions and arrangements						
1.24 criteria						
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problem						
1.30 major schemes and patterns						
1.31 principles & generalizations						
1.32 theories and structures						
B. INTELLECTUAL SKILLS AND ABILITIES						
2.00 comprehension						
2.10 translation						
2.20 interpretation						
2.30 extrapolation						
3.00 application						

English for Arts & Sciences, Module 6

Description

In this module, there are four LAs. Each LA consists of groups of exercises which always begin with a text. In LA 1, the exercises after the text "Theater" consist of two major parts. Part A is labelled Word Study, and divided into five parts with various instructions. Part B, Structure Study, contains two kinds of instructions. Formative Test 1 begins with a four-paragraph text, followed by ten multiple-choice items. Learning Activity 2 consists of a two-paragraph text. Exercises 2 consists of five parts (A to E), each part containing various numbers of items. Formative Test 2 is of two similar types of instruction. Learning Activity 3 consists of several paragraphs of text, followed by five sets of exercises included in Exercises 3. Formative Test 3 begins with a text of several paragraphs, and two kinds of instruction. Learning Activity 4 begins with a one-paragraph text. In Exercises 4, four parts with different instructions are presented. In Formative Test 4, there are two texts, each accompanied by five items.

Objectives

GIO: After completing this module, you are expected to know the vocabulary and the text related to drama, painting art, and literature; especially poetry. (1.10)

SIO: After finishing this module, you are expected to:

1. select the correct answers related to the given text.(1.10)
2. mention true or false statement related to the text reading. (1.10)
3. mention vocabulary from the text which are the same meaning with the given vocabulary.(1.10)
4. choose the appropriate vocabulary for completing the sentence.(1.11)
5. choose the right opposite meaning from the vocabulary which is selected from the text reading.(1.11)
6. mention all derivatives from certain vocabulary. (1.21)
7. use the right derivative for completing the given sentences. (1.21)

8. mention the meaning and function of to be which is followed by to infinitive.(1.21)
9. complete sentences by selecting the right form of verb with to or without to.(1.21)
10. determine the present participle or past participle adjectives in order to complete the given sentences.(1.21)
11. change sentences from the regular form into inversion form by placing an adverb in the first part of the sentence.(1.23)
12. choose the right singular or plural verb in the given sentence.(1.21)
13. choose the right preposition or adverbial particles for completing the given sentence.(1.21)

Evaluation

The major perspectives underlying this module are Personal Relevance and Curriculum Technology, indicated by ideas of the great thinkers of the past and the means-ends orientation.

The classification of objectives, exercises and formative tests for the module are outlined in Tables 8 to 12.

Table 8
English for Arts and Science, Module 6: Objectives

Cognitive Level	GIO	Specific Instructional Objectives 1	2	3	4	5	6	7	8	9	10	11	12	13
A. KNOWLEDGE														
1.10 recall	*	*	*	*										
1.11 referents for specific symbols					*	*								
1.12 dates, events, persons, place, etc.														
1.20 ways of organizing, studying, judging and criticizing														
1.21 forms and conventions							*	*	*	*	*		*	*
1.22 processes, directions and movement (incl. trends)														
1.23 classes, sets, divisions and arrangements												*		
1.24 criteria														
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems														
1.30 major schemes and patterns														
1.31 principles & generalizations														
1.32 theories and structures														
B. INTELLECTUAL SKILLS AND ABILITIES														
2.00 comprehension														
2.10 translation														
2.20 interpretation														
2.30 extrapolation														
3.00 application														

Table 9

English for Arts and Science, Module 6: Exercises 1 and Formative Test 1

Cognitive Level	Exercises 1						Formative Test 1
		A. Word Study				B. Structure Study	
	Synonym	Vocabulary	Closest Meaning	Opposite Meaning	Derivation		
A. KNOWLEDGE							
1.10 recall							10
1.11 referents for specific symbols	10		10	10			
1.12 dates, events, persons, place, etc.							
1.20 ways of organizing, studying, judging and criticizing							
1.21 forms and conventions		10			10	12	
1.22 processes, directions and movement (incl. trends)							
1.23 classes, sets, divisions and arrangements							
1.24 criteria							
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems							
1.30 major schemes and patterns							
1.31 principles & generalizations							
1.32 theories and structures							
B. INTELLECTUAL SKILLS AND ABILITIES							
2.00 comprehension	*						*
2.10 translation							
2.20 interpretation							*
2.30 extrapolation							
3.00 application							

Table 10

English for Arts and Science, Module 6: Exercises 2 and Formative Test 2

Cognitive Level	Exercises 2					Formative Test2	
	A.Comprehension	B.Vocabulary	C.Vocabulary	D.Derivatives	E. Structure Study	Vocabulary	Derivatives
A. KNOWLEDGE							
1.10 recall							
1.11 referents for specific symbols	*	10					
1.12 dates, events, persons, place, etc.							
1.20 ways of organizing, studying, judging and criticizing							
1.21 forms and conventions			10	6	15	10	6
1.22 processes, directions and movement (incl. trends)							
1.23 classes, sets, divisions and arrangements							
1.24 criteria							
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems							
1.30 major schemes and patterns							
1.31 principles & generalizations							
1.32 theories and structures							
B. INTELLECTUAL SKILLS AND ABILITIES							
2.00 comprehension	10						
2.10 translation							
2.20 interpretation							
2.30 extrapolation							
3.00 application							

Table 11

English for Arts and Science, Module 6: Exercises 3 and Formative Test 3

Cognitive Level	Exercises 3					Formative Test3	
	A.Compre-hension	B. Word Study	C.Voca-bulary	D.Deri-vatives	E. Structure Study	Compre-hension	Voca-bulary
A. KNOWLEDGE							
1.10 recall	*					8	
1.11 referents for specific symbols		7					3
1.12 dates, events, persons, place, etc.							
1.20 ways of organizing, studying, judging and criticizing							
1.21 forms and conventions			10	10			
1.22 processes, directions and movement (incl. trends)							
1.23 classes, sets, divisions and arrangements					10		
1.24 criteria							
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems							
1.30 major schemes and patterns							
1.31 principles & generalizations							*
1.32 theories and structures							
B. INTELLECTUAL SKILLS AND ABILITIES							
2.00 comprehension	7				*	*	
2.10 translation							
2.20 interpretation	*						
2.30 extrapolation							
3.00 application							

Table 12

English for Arts and Science, Module 6: Exercises 4 and Formative Test 4

Cognitive Level	Exercises 4				Formative Test 4	
	A. Comprehension	B. Vocabulary	C. Structure Study	D. Idiomatic Expression	Text1	Text2
A. KNOWLEDGE						
1.10 recall		*				
1.11 referents for specific symbols		10				
1.12 dates, events, persons, place, etc.						
1.20 ways of organizing, studying, judging and criticizing						
1.21 forms and conventions			15	11		
1.22 processes, directions and movement (incl. trends)						
1.23 classes, sets, divisions and arrangements						
1.24 criteria						
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems						
1.30 major schemes and patterns						
1.31 principles & generalizations						
1.32 theories and structures						
B. INTELLECTUAL SKILLS AND ABILITIES						
2.00 comprehension	10	*			*	*
2.10 translation						
2.20 interpretation	*				5	5
2.30 extrapolation						
3.00 application						

Vocabulary, Module 6

Description

There is only one Learning Activity in this module. The first part, titled Specific Terminologies (English for Specific Purposes words), contains an introduction to several groups of terms in various fields. The exercises which follow are presented in five parts related to five specific subjects. Each part contains a text and 20 multiple-choice test items to answer. The first part is Medicine, the second part is Physics, the third is Mechanical Engineering, the fourth part is Electrical Engineering, and the last part is Petroleum.

Objectives

GIO: After studying this module you will know some specific terminologies in different fields of study.(1.10)

SIO: After studying this module you will be able to:

1. Distinguish the general vocabulary items and the specific terminologies of various fields of study.(1.10)
2. Identify the meaning of specific terminologies from the given context.(1.11)

3. Use specific terminologies in context.(3.00)

Evaluation

The Development of Cognitive Process and Curriculum as Technology are the main perspectives in this module.

The classification of objectives, exercises and formative tests for the module are outlined in Table 13 and 14.

Table 13
Vocabulary, Module 6: Objectives

Cognitive Level	610	Specific Instructional Objectives 1	2	3
A. KNOWLEDGE				
1.10 recall		*	*	
1.11 referents for specific symbols				*
1.12 dates, events, persons, place, etc.				
1.20 ways of organizing, studying, judging and criticizing				
1.21 forms and conventions				
1.22 processes, directions and movement (incl. trends)				
1.23 classes, sets, divisions and arrangements				
1.24 criteria				
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems				
1.30 major schemes and patterns				
1.31 principles & generalizations				*
1.32 theories and structures				
B. INTELLECTUAL SKILLS AND ABILITIES				
2.00 comprehension				
2.10 translation				
2.20 interpretation				
2.30 extrapolation				
3.00 application				*

Table 14
Vocabulary, Module 6: Exercises and Formative Test

Cognitive Level	Exercises 1. Medicine	2. Physics	3. Mechanical Engineering	4. Electrical Engineering	5. Petroleum	Formative Test
A. KNOWLEDGE						
1.10 recall	20	20	20	20	20	20
1.11 referents for specific symbols	*	*	*	*	*	*
1.12 dates, events, persons, place, etc.						
1.20 ways of organizing, studying, judging and criticizing						
1.21 forms and conventions						
1.22 processes, directions and movement (incl. trends)						
1.23 classes, sets, divisions and arrangements						
1.24 criteria						
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems						
1.30 major schemes and patterns						
1.31 principles & generalizations						
1.32 theories and structures						
B. INTELLECTUAL SKILLS AND ABILITIES						
2.00 comprehension						
2.10 translation						
2.20 interpretation						
2.30 extrapolation						
3.00 application						

Summary

To gain an overall assessment of the modules with respect to Bloom's taxonomy, I combined the results into Tables 15, 16, and 17. The recall level seems dominant for all modules. Comprehension is also emphasized, but not to the same extent as recall.

The main perspective of Eisner's underlying all modules is Curriculum as Technology. This occurs as a result of the extensive use of an objectives-based approach to developing each module. Each perspective, AR, SR, PR, CP, CT is based on different major principle (See Appendix A). Each major principle implies an underlying set of purposes. These purposes give general direction in developing changes for the material as shown in the next chapter.

Table 15
Summary Table of the Four Modules: Objectives

Cognitive Level	English for Ed mod1	Cross Cul Und mod1	English for A&S mod6	Vocabulary mod6
A. KNOWLEDGE				
1.10 recall	2*	4*	4*	2*
1.11 referents for specific symbols	*		2*	*
1.12 dates, events, persons, place, etc.				
1.20 ways of organizing, studying, judging and criticizing				
1.21 forms and conventions			7*	
1.22 processes, directions and movement (incl. trends)				
1.23 classes, sets, divisions and arrangements			*	
1.24 criteria				
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems				
1.30 major schemes and patterns				
1.31 principles & generalizations				
1.32 theories and structures				
B. INTELLECTUAL SKILLS AND ABILITIES				
2.00 comprehension	3*	*		
2.10 translation				
2.20 interpretation				
2.30 extrapolation				
3.00 application				*

Table 16
Summary Table of the Four Modules: Exercises

Cognitive Level	English for Ed modl	Cross Cul Und modl	English for A&S mod6	Vocabulary mod6
A. KNOWLEDGE				
1.10 recall	42+*	18e	2*	100
1.11 referents for specific symbols	90+2*	3*	57+*	5*
1.12 dates, events, persons, place, etc.				
1.20 ways of organizing, studying, judging and criticizing				
1.21 forms and conventions	3*+46+19e		109	
1.22 processes, directions and movement (incl. trends)				
1.23 classes, sets, divisions and arrangements	18e		10	
1.24 criteria				
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems	*			
1.30 major schemes and patterns				
1.31 principles & generalizations				
1.32 theories and structures				
B. INTELLECTUAL SKILLS AND ABILITIES				
2.00 comprehension	7*		27+3*	
2.10 translation				*
2.20 interpretation	*		*	
2.30 extrapolation				
3.00 application				

Table 17
Summary Table of the Four Modules: Formative Tests

Cognitive Level	English for Ed mod1	Cross Cul Und mod1	English for A&S mod6	Vocabulary mod6
A. KNOWLEDGE				
1.10 recall	*	30	16	20
1.11 referents for specific symbols	4*	3*	3	*
1.12 dates, events, persons, place, etc.				
1.20 ways of organizing, studying, judging and criticizing				
1.21 forms and conventions	38		16	
1.22 processes, directions and movement (incl. trends)				
1.23 classes, sets, divisions and arrangements				
1.24 criteria				
1.25 methods of inquiry, techniques and procedures employed in a particular subject field/problems				
1.30 major schemes and patterns				
1.31 principles & generalizations				
1.32 theories and structures				
B. INTELLECTUAL SKILLS AND ABILITIES				
2.00 comprehension	4*		4*	
2.10 translation				
2.20 interpretation	2*		**+10	
2.30 extrapolation				
3.00 application				

CHAPTER V

DISCUSSION

At the end of the previous chapter, I summarized the cognitive analysis in three tables. This general picture is useful as a basis for devising examples of changes to improve each module. These suggested improvements are presented in this chapter, along with general evaluative comments.

Generalization of Results

After analysing the four modules based on my interpretation of Bloom's levels, I conclude that the modules require more cognitive skills in the realm of Knowledge (level A) in comparison to Intellectual Skills and Abilities (level B). In relation to students' activities, the four modules I observed showed more emphasis on passive activity in memorizing than on actively developing skills such as analysis and application. Nor do the modules give sufficient opportunity for students to understand or comprehend the text, except for seyeral exercises containing true-false statements and multiple-choice items.

In educational practice, it is important to suggest to the course writers ideas for improving the material, in this case moving toward a balance of knowledge and higher intellectual skills and abilities.

In these modules, the formative tests always have the form of multiple-choice items in which students choose the best answer. The reason for making this format standard is that the student can easily measure his or her competency in understanding the module (2.00, comprehension level). Assuming that the exercises for each LA are more flexible in cognitive level and format, this standard kind of formative test tends to narrow students' thought.

The Feedback and Follow-Up section is standard for each module. The students can immediately evaluate themselves for their individual mastery of each learning activity. This is possible for multiple-choice items and completion items, but not possible for open-ended questions intended to raise the level of student inquiry.

Students who have passed their courses and accumulated sufficient credits must write a

comprehensive test in essay form before they receive their certificate. The skills and ability to do such writing is not developed or encouraged in the modules that make up their regular work. It is difficult to see how students can pass such an examination without doing similar exercises in modules. Furthermore, different kinds of exercises are needed to stimulate study groups and to motivate students in learning.

Suggested Improvements for each Module

English for Education, Module 1

LA1: The School and Social Change

Meaning Assessment

Add to the ten true-false statements, the following set of items based on Eisner's SR perspective:

B. Answer these questions.

1. Why are teachers perplexed with the subject of education?
2. Why did Aristotle and his contemporaries find it difficult to agree on a fitting sort of education for the young?
3. How have social conditions changed in the twentieth

century?

4. Could you identify the social problems in your country and relate to them the impact of contrariety of directions on rearing the young?

5. The text above is about:

   a. problem solving

   b. problem identification

   c. history of the problem.

Alternatively, the following set of items, based on Eisner's AR perspective, could be used.

6. Who found it difficult to agree on a fitting sort of education for the young in the past ?

7. In which country was it? And at what time?

8. Does this problem still exist nowadays?

9. What changes occured which were the causes of disagreement in education?

10. What is the meaning of the expression "they learned talk in a Babel of voices" when they give directions in rearing the young?

LA2: Common Sense

Meaning Assessment

Add to the true-false statements, the following set of

items.

B. Discuss with your friends the following questions:

1. What is the meaning of philosophy?
2. What is the difference between common sense and philosophical outlook?
3. What is common sense?

Evaluation Comments on Changes

For LA1, I changed only the Meaning Assessment part by adding five questions that have the basic characteristic of SR (Social Reconstruction). These questions will help the learner to reflect on current real-life situations (Item 40 on SR in my orientation profile), and also will help the learner to be aware of societal needs over individual needs (Item 2 on my SR orientation).

As for Bloom's taxonomy, the level of this part originally was at 1.25, but the changed part has a level of 1.30.

As an alternative, questions 1 to 5 can be replaced by questions 6 to 10. The second group of questions basically is developed from the AR (Academic

Rationalism) point of view. The unsolved problem leads to the idea that problems in education go beyond place and time. Referring to Item 42 on my AR profile, these questions provide access to the greatest ideas that man has created, and which are still in debate at the present time.

On LA2, the addition of the three questions to Meaning Assessment will motivate the learner to speak in his or her own words about the important ideas in the text. These questions are helpful in study group situations as a focus and starter to think and talk about what are the general ideas of the text Common Sense. Passive reading does not help much in understanding abstract ideas in philosophy. By active communication with other learners through answering questions, it is hoped that students can increase comprehension by discussing the difficulty in distinguishing the two contrasting terms.

Cross Cultural Understanding, Module 1

LA1: What is Culture?

Add to the eight questions in Exercises 1, the following set of items:

B. More questions to answer.

1. If you can state the meaning of the related terms--norms, folkways and mores-- and are able to clearly distinguish among the three, try to find for each term an example from your culture.

2. Identify which one of the four statements below is explicit and which one is implicit culture.

   a. The typical behaviour of a young couple is to express politeness by bending their head and closing their fingers to greet whenever they meet their parents.

   b. The students greet their teacher by saying "good morning" when the teacher enters the classroom each morning.

   c. The belief that if someone doesn't wake up early in the morning, he or she will not get fortune of the day.

   d. It is undesirable to sit quietly in the corner when you are at a party.

3. For each point in No. 2 (a,b,c,d) above, identify where they come from or which nation's property they are.

Evaluation Comments on Changes

The additional three questions are based mainly on the SR (Social Reconstruction) perspective. These questions stress the need to understand cultures other than one's own. These questions support Item 13 in my SR (Social Reconstruction) orientation profile: "The curriculum should be an active force having direct impact on the whole fabric of its human and social context."

In general, the mission of the whole course Cross Cultural Understanding is to broaden the individual's view in life. Therefore, with these questions added, there is a provision for action programs designed to improve social life in the community (Item 33 under SR).

English for Arts & Sciences, Module 6

LA1: THEATER

Add to Exercises 1 the questions below:

Ø. Questions to answer.

a. What is your experience about theater you have seen?

b. Could you explain to your friends your impression and the value of watching theater?

c. What is the difference between watching theater and watching film?

d. Discuss with your study group about what you think are the kinds of experiences people have in watching theater. Is there a general experience or are there various specific experiences? How does theater affect the audience?

A. Word study

1. Choose one word on the right to fill in the blank of each incomplete sentence on the left.

a. The flowers ... in the vase.	1. service
b. Her green eyes ... him very much.	2. baffle
c. This algebra problem ... me.	3. extreme
d. The people attended the burial ... of their assassinated leader.	4. imagination
e. Love and hate are ...	5. wither
f. He ... as if he were really sad.	6. make-believe
g. His play has a great ... now.	7. vogue
h. The actor performed a ... appearance.	8. snugly

i. The ... of the men kept them alive in the Artic wastes. 9. enchant

j. The audience was sitting ... in the theater. 10. pathetic

2. Match each of the words grouped on the left with the words of the same meaning grouped in the middle. Then select the related meaning on the right.

a. fictitious	1. dilemma	A. a building for recreation
b. theater	2. snugly	B. a difficult choice
c. terminal point	3. enchant	C. acceptance
d. make as if	4. wither	D. to pretend
e. perplex	5. playhouse	E. to delight greatly
f. puzzling alternative	6. vogue	F. to be too hard to understand
g. fascinate	7. extreme	G. to become dry, lifeless
h. comfortably	8. imagery	H. going to the greatest possible lengths

i. decline	9. make-believe	I. things imagined
j. popularity	10. baffle	J. warm and sheltered place

3. Choose the option which has the closest meaning with the underlined word.

a. A year or two later, the same child may be enchanted, <u>eagerly</u> following the fortune of the characters.
   a) impatiently
   b) purposedly
   c) desirably
   d) considerably

b. Both elements must <u>contribute</u> to the experience.
   a) give up
   b) have a share
   c) write for a magazine
   d) promote

4. Choose the opposite meaning to the underlined word.

a. He made a <u>fortunate</u> decision when he went in to advertising.
   a) well
   b) lucky
   c) propitious
   d) unlucky

b. The child is <u>eager</u> to have the candy.
   a) earnest
   b) keen
   c) apathetic
   d) vehement

c. Everyone was asked to contribute suggestions for the party.
   a) subscribe
   b) tend
   c) refuse
   d) cooperate

d. Joy is happiness in the extreme
   a) far
   b) ultimate
   c) steady
   d) remote

e. This puzzle baffles me.
   a) defeats
   b) confounds
   c) relieves
   d) counteracts

f. Curtains exclude light.
   a) accept
   b) bar
   c) obviate
   d) enter

g. He has an interest in sports and he also has interest in collecting stamps.
   a) concern
   b) indifference
   c) share
   d) belief

h. Please arrange the books on the library shelf.
   a) assort
   b) array
   c) sort
   d) disperse

i. Her good nature makes her the most popular girl in school.
   a) exclusive
   b) current
   c) vulgar
   d) spread

j. Einstein's theory of relativity explains the motion of moving objects.
   a) matter
   b) hypothesis
   c) indetermination
   d) scheme

5. Choose the proper derivative for each sentence.

a. The new plan was ... welcomed	1. generalization
b. Finally the scientist ... a conclusion	2. general
c. The cold weather has been ...	3. generally
d. I wish you would come down from ... to particularities.	4. generalized
e. It is unwise to be hasty in ...	5. generalities
f. The furniture will ... a high price at the sale.	1. reality
g. The ... of a new policy is not always successful.	2. realistic
h. The TV broadcast described what was happening with extraordinary ...	3. realize
i. Don't dream, be a ...	4. realist
j. A person who believes in ... is a ...	5. realization

Evaluation Comments on Changes

There is no Meaning Assessment exercise preceding the Word Study, as in other modules. The meaning of a passage in this LA is assessed only in the Formative Test. Therefore, objectives 1 and 2 of the Specific Instructional Objectives can not be met. The solution to this problem was to add a set of questions to help the learner apply, inquire, and stimulate what he has read in the text, "Theater."

The result of modifying the items of this exercise is to create items of higher cognitive levels (CP). Bloom's Cognitive level for the set of items has increased from 1.21 to 1.25.

The Word Study exercise that requires matching synonyms, and their relation to meaning gives the learner different experiences than the original exercise. Although skill of searching for the meaning of words in dictionaries is neglected, the three groups of words to match is a more interesting puzzle or game to play. The cognitive level increases, for the meaning of words on the right provides a challenge of choices. The cognitive level changed from 1.11 to 1.21.

In Exercise 4 under Word Study, the underlined words are presented with contexts in sentences. The contextual situation implies better help for learners to grasp the words of appropriate meaning, and this is related to the perspective of PR (Personal Relevance).

Vocabulary, Module 6

I changed the sections in Exercises 4.2 below, based on a Personal Relevance perspective. I found it was boring to do many items with the same style (multiple-choice items with always four choices).

I. Medicine

Substitute for the entire set of exercise based on this text the following 20 multiple-choice items). (The original numbers from the modules are shown in parentheses)

A. Complete each statement on the left with the appropriate words on the right.

1(4) Pathogens are ...	a) those which spread from one person to another.

2(1)	Infectious diseases are ...	b) microscopic.
3(7)	Bacteria are ...	c) harmful germs.
4(3)	Microbes are ...	d) germs in common.

B.

1(12)	Deficiency diseases are caused by ...	a) cloth dyes.
2(10)	Non-infectious diseases are usually caused by ...	b) insufficiency.
3(2)	Infectious diseases are caused by ...	c) living and working conditions.
4(11)	Dermatitis is a skin diseases which is caused by ...	d) pathogens.

C. Match each word on the left with a statement on the right.

1(3)	microscopic	a) mushrooms, toadstools and mildew
2(6)	poisons	b) to combat the harmful microbes entering our body, produced by our body

3(13) cancer	c) microscopic unit of living matter enclosing a nucleus with self producing genes
4(18 'cells'	d) a non-infectious disease
5(9) fungi	e) a fungus is an example that causes a disease
6(20) anti-toxins	f) can't be seen by the eye alone
7(8) parasitic plant or animal	g) toxins
8(16) diseases	h) 'penyakit menular'
9(15) dermatologist	i) causes disorders of the body, which we often use medicine to treat
10(19)infectious	j) the one you must consult when you have a skin disease

D. Choose the best response.

1(17) In some cases, the correct medicine may be scarce or ...
a) effective.
b) destructive.
c) preventive.
d) expensive.

2(5) When harmful microbes enter the body, they ...
a) multiply slowly.
b) die quickly.
c) die slowly.
d) multiply quickly.

II. Physics

Replace all 20 multiple-choice items with the following items.

A. Fill in the blank on the left side with the appropriate words on the right side.

1(16) Energy sources from gas, food, petrol, oil and coal are called ...

2(8) When a car is moving, it has 'motion energy' or ...

3(3) Fossils are the remains of plants and animals. They are found deep below the Earth's surface. After millions of years, the fossils change to coal, gas and oil and we call these ...

4(17) Conservation of energy can mean the ...

a) potential energy
b) electrical energy
c) chemical energy
d) alternative energy sources

5(20) The safer sources of energy such as the sun, the wind, and the sea are usually called ...

6(7) If we climb a mountain, the chemical energy changes to ...

7(13) A power station changes chemical energy in coal to ...

8(6) Energy is always changing from one form to another. The ... in food changes in our bodies to heat.

9(19) Nuclear energy can possibly be used to substitute for ... as a source of energy.

e) capital energy

f) fossil fuels

g) kinetic energy

h) saving of energy

B.

1(15) Energy from ... enables us to cook.

2(2) Unlike our income of energy, our capital of energy comes from ...

3(14) Scientists call the increase in uselessness, after an energy change, an increase in ...

a) coal

b) petrol

c) thermo-dynamics

d) gas

e) inside the earth

f) entropy

Evaluation Comments on Changes

Substitution of the entire set of exercises on Medicine and Physics is meant to modify the demands of the multiple-choice items. These new ways of presenting questions will give the learner a variety of models instead of just the multiple-choice format. The assumption is that it is hard to concentrate on many items having the same format for each text.

For both texts the number of choices for each item of the original 20 items is four. But, by using a matching format in this new model, there are more than just four choices. From the CP (Cognitive Process) point of view, this style will focus on the "how" process rather than the "what" aspect of instructional effectiveness (Item 27 in my CP profile).

General Evaluation Comments

The purpose of developing alternatives is to move to higher levels in Bloom's Taxonomy of Cognitive

objectives. The basis for development is through emphasizing several of Eisner's five perspectives for distance education material.

Learning is not just memorizing, but stimulating the mind about what is important in life. To learn is to develop the five human senses so that creativity can emerge. The way toward creativity is the way of realizing what is important to do in practice, and the basis is fulfilling the needs of the individual learner.

Characteristics of teaching materials can be described using two instruments in evaluation: Bloom's Taxonomy and Eisner's Perspectives. Bloom separates "knowledge" and "skills" and Eisner outlines five kinds of perspectives which possibly underly educational objectives. It is possible to compare curricula using these tools for analysis.

Curriculum as Technology is a strong perspective underlying all modules, and the flexibility to change the structure of the modules depends on whether the Specific Instructional Objectives (SIO) are specific enough or too detailed.

In English for Arts and Science, Module 1 the SIO are for strict purposes, with no open questions for inquiry, although potentially they could be revised to develop student inquiry. In Cross Cultural Understanding Module 1 the SIOs are not so detailed as they are more about relations of ideas, rather than the structure of the language, and inquiry could be developed as in the English for Arts and Science, Module 1.

In Vocabulary, Module 6, Bloom's recall level is dominant, although it is not impossible to move to higher cognitive levels by modifying demands in the exercises. In English for Education, Module 1 the objectives are strict, and this means it is difficult to create alternatives having the same objectives; developing structural features and contextual reference based on the same texts on each Learning Activity is restrictive.

The changes I have made to all exercises in the four modules are based on PR (Personal Relevance) as the major underlying perspective. There are, however, different emphases in the changes. The changes in Vocabulary and English for Arts and Science are also

based on CT (Curriculum as Technology); in fact, the changes strengthen the existing objectives. In two other modules, Cross Cultural Understanding and English for Education, the changes are developed based on CP (Cognitive Processes) in developing applications and enquiry questions. Additional questions for these two modules are also based specifically on an SR (Social Reconstruction) point of view, and some from AR (Academic Rationalism) point of view.

The intent of this study is to demonstrate how the exercises can be changed. There is a need for further evaluation and development of other parts of the module, such as the objectives and introduction, texts, formative tests, and summary. Ideally, all parts of the module should perform in an integrated package, presenting a structure of content that is understandable and that comprises a variety of instructional methods.

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Appendix A

MY CURRICULUM ORIENTATION PROFILE

(Adapted from Connelly et al., 1980)

A. Development of Cognitive Processes

AGREE

1. The curriculum should provide students with intellectual autonomy.
7. The emphasis should be on problem-solving, or the discovery approach to learning.
8. The curriculum should feature heuristic questions - the type that stimulate curiosity and generate speculation.
16. The learner is seen as interactive and adaptive.
21. Curriculum should stress refinement of intellectual operations.
24. The focus should be on the learning process per-se.
27. The focus should be on the how (process) rather than the what; instructional effectiveness.
54. Educators should be concerned about teaching the processes by which learning occurs in the classroom.

DISAGREE

31. The primary goal should be the development of cognitive skills that can be applied to learning virtually anything.

47. The Bloom taxonomy with its six cognitive hierarchical levels should play an important part in the curriculum.

55. Problem-solving skills are more important than particular content or knowledge.

B. Curriculum as Technology

AGREE

4. The curriculum should be preoccupied with the development of means to achieve prespecified ends.

5. The curriculum should be concerned with the technology by which knowledge is communicated and learning is facilitated.

26. Management by objectives should be an integral part of the curriculum

28. The curriculum materials, when used by intended learners, should produce specified learning competencies.

53. The real task of the educator arises in organizing the material sometime before the learner ever enters the classroom.

DISAGREE

11. The curriculum reflects finding efficient means to a set of predetermined, non-problematic ends.
12. Objectives should be stated in specific, unambiguous terms.
15. Curriculum is expressed in concise, terse, skeletally logical, crystalline language.
41. Learning occurs in certain systematic and predictable ways.
48. The curriculum should focus on highly structured tasks, each of which builds upon what has gone before and prepares for what is to come.

C. Self-Actualization (Curriculum as Consummatory Experience)

AGREE

14. Education is seen as a means of helping the individual discover things for himself.
23. Education should provide content and tools for further self-discovery
29. The goals of education should be formulated in dynamic, personal, process terms.

37. Curriculum should provide the means to personal liberation and development.

45. Private meaning is very important.

46. Curriculum should provide satisfactory consummatory experience for each learner.

49. The student should play a major role in generating his own educational purposes.

52. Education is an integrative, synthesizing force - a total experience responsible to the individual's need for growth and personal integrity.

44. The concern should be very much on what is taught.

DISAGREE

3. The curriculum should be primarily humanistic and existential.

10. The curriculum should focus on personal purpose; the need for personal integration.

35. Curriculum emanates from the particular interests of particular children.

D. Social Reconstruction-Relevance

AGREE

2. The curriculum should stress societal needs over individual needs.

9. The overall goals of education should be concerned with the relation of the curriculum to society as it should be as opposed to society as it is.
13. The curriculum should be an active force having direct impact on the whole fabric of its human and social context.
19. Social reform and responsibility to the future of society are the primary goals of schooling.
33. Curriculum should include action programs designed to improve social life in the community.
40. Curriculum should reflect current real-life situations.
51. The school should be the agent for social change.

DISAGREE

20. The curriculum should serve as a vehicle for fostering critical discontent in society.
32. The curriculum should focus on the exploitation of resources, pollution, warfare, and water; the effect of population increase; the unequal use of natural resources; propaganda; and self-control in the interest of one's fellows.
34. Curriculum should provide the tools for individual survival in an unstable and changing world.

38. The curriculum should undertake community-oriented service tasks.

43. The curriculum should advocate adaptation as the means of effecting smooth change.

E. Academic Rationalism

AGREE

18. The curriculum should provide the learner with opportunities to acquire the most powerful products of man's intelligence.

42. Curriculum should provide access to the greatest ideas and objects that man has created.

50. Education should stress the leading ideas that have animated mankind.

57. Both the conceptual and the syntactical structures of the disciplines are significant factors in curriculum.

6. Not all subject matters are created equal.

DISAGREE

22. The established disciplines of knowledge are essential.

25. Driver training dilutes the quality of education.

30. Curriculum should be based on the structure of the academic disciplines (the primarily intellectual ones).

36. Curriculum should include works of art that have withstood the test of time.

39. Curriculum should represent cultural transmission in the most specific sense.

56. The curriculum should emphasize not topics or subjects but forms of thought.

Appendix B

Learning Activity 1

from

English for Education, Module 1

BUKU MATERI POKOK

ENGLISH FOR EDUCATION

PING4441/2 SKS/MODUL 1-3

Oleh:

Dr. Fuad A. Hamied

Penerbit Karunika Jakarta
Universitas Terbuka
1986

Cetakan pertama, September 1985
Cetakan kedua, Juli 1986

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HAMIED, Fuad A

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3 jilid, 30 cm.

I. Judul.

BUKU MATERI POKOK 01

EDUCATIONAL PHILOSOPHY

Oleh:
Dr. Fuad A. Hamied

DAFTAR ISI

EDUCATIONAL PHILOSOPHY

Pengantar

Kali ini Anda mulai berhadapan dengan modul yang secara khusus disajikan untuk meliput bidang yang dikenal dengan English for Education. Bidang ini merupakan bagian dari ESP (English for Specific Purposes).

Anda tentu telah maklum bahwa ESP antara lain dimaksudkan untuk memberi ketrampilan bahasa Inggris yang digunakan dalam bidang atau disiplin ilmu tertentu. Sehubungan dengan profesi yang sedang atau akan Anda jalani sebagai guru SLTA, ESP diharapkan akan membekali Anda untuk mengajar bahasa Inggris di sekolah kejuruan. Dalam hal ini, English for Education diharapkan akan bisa menjadi bekal dasar bagi Anda sekiranya Anda sekarang atau nanti di kemudian hari mengajar di Sekolah Pendidikan Guru.

Nah, jangan-jangan di antara Anda ada yang berpikir bahwa dengan mempelajari bahan ini Anda akan menjadi ahli dalam ilmu pendidikan. Baiklah, kali ini jangan dulu berharap terlalu jauh. Kalaupun kelak Anda banyak kenal atau ingin lebih jauh bergaul dengan ilmu pendidikan, itu tentu bisa dikembangkan. Sekarang dengan English for Education yang terdiri atas enam modul, Anda akan diperkenalkan pada berbagai teks yang dipilih dari berbagai segi pendidikan. Pemilihannya tentu saja tidak terlalu sistimatis, namun diharapkan tetap mampu membuka cakrawala kependidikan yang luas.

Modul yang pertama mencakup wacana yang bertalian dengan filsafat pendidikan sebagai dasar bagi segi-segi pendidikan lain yang akan disuguhkan pada modul-modul berikutnya. Filasafat pendidikan itu luas cakupannya, namun di sini Anda hanya akan berhadapan dengan wacana yang menyinggung beberapa sudut saja dari filsafat pendidikan itu.

Tujuan Instruksional Umum

Setelah Anda menyelesaikan modul ini Anda akan mengenal serta memahami wacana, kosa kata, serta struktur yang ada dalam bahan bacaan tentang filsafat pendidikan.

Tujuan Instruksional Khusus

Dengan disuguhi wacana tentang filsafat pendidikan Anda akan mampu:

a. mencocokkan pernyataan dalam latihan yang sesuai dengan isi wacana;
b. mencari atau mengidentifikasi ungkapan yang ditunjukkan oleh kata ganti atau kata/frase tertentu dalam wacana;

c. memahami arti dan pemakaian kosa kata yang dipilih dari wacana;
d. memahami bentuk dan pemakaian struktur yang dipilih dari wacana.

Learning Activity

Learning Activity 1

THE SCHOOL AND SOCIAL CHANGE

Discussion and Examples

Reading Passage

Read the following text carefully and then do all the exercises which are all based on the text.

Teachers and parents may well feel confused these days over the great variety of opinion which obtains on the subject of education. Indeed there is such a contrariety of even expert advice that it seems as if they learned talk in a Babel of voices when they give directions on rearing the young. Distressing as this situation may be, it is not unusual. Quite the opposite: the situation seems to be one of long standing.

Aristotle and his contemporaries found it difficult to agree on a fitting sort of education for the young because contemporary social conditions were in a state of accelerated change. Political institutions had shifted from aristocratic to democratic forms. A commercial economy had rapidly lifted Greece to a position of leadership in the eastern Mediterranean. National preeminence brought in its wake international conflict and ultimately international war. Foreign trade and war, to say nothing of domestic political strife, gave rise to a whole new crop of ideas among the Greeks. In the field of education the fundamental question arose whether the traditional educational stereotype would longer fit the new world into which the Greeks were moving or whether new times demanded a revision of their educational ideal.

The situation in the twentieth century-not to mention intervening centuries-has been market by similar and even more drastic changes. The political structure has been very fluid. Monarchistic institutions have given way to democratic, and democratic institutions in turn have been beset by fascistic and communistic ones. Industrial economies have rapidly outstripped agrarian and commercial ones. International war not once but twice has tested men's political and economic ideologies.

Reinforced by the remarkable development of science, the intellectual turnover of ideas has never been so great. Consequently people today, as twenty-five hundred years ago, are raising the ago-old questions about how to educate their children for the dynamic social conditions in which they live. If their answers are confused and faltering, there should be no occasion for surprise: uncertain times give rise to uncertain answers.

Exercises 1

Meaning Assessment

I. Read the following statements. Decide whether they are true or not true based on the information available in the above text.

1. T - F Teachers may be perplexed with the subject of education.
2. T - F Expert advice given by the learned on the rearing the young is various.
3. T - F Social conditions change because Aristotle and his contemporaries found it difficult to agree on how to educate the young.
4. T - F Democratic forms of political institutions are older than aristocratic ones.
5. T - F Greece had been rapidly lifted by a commercial economy to a position of leadership in the eastern Mediterranean.
6. T - F A whole new crop of ideas among the Greeks gave rise to foreign trade and war.
7. T - F The political structure in the twentieth century has been very indefinite.
8. T - F Agrarian and commercial economies have been replaced by industrial ones.
9. T - F The rate of intellectual renewal of ideas has been strengthened by the remarkable development of science.
10. T - F The questions about how to rear the young did not exist twenty-five hundred years ago.

Contextual Reference

II. Look at this sentence:

They learned talk in a Babel of voice when they give directions on rearing the young. (ls. 4-6) The word they is used here to refer back to the phrase the learned.

Now, write out the following sentences in your work book. One word or phrase has been underlined. Underline the other word or phrase that the already underlined word or phrase refers to. All of the following sentences are taken from the text.

1. The situation seems to be one of long standing. (ls. 6-7)
2. In the field of education the fundamental question arose whether the traditional educational stereotype would longer fit the new world into which the Greeks were moving. (ls. 16-19)
3. Democratic institutions have been beset by fascistic and communistic ones. (ls. 24-25)
4. Consequently people today, as twenty-five hundred years ago, are raising the age-old questions about how to educate their children for the dynamic social conditions in which they live. (ls. 24-32)

Vocabulary

III. Pay attention to the underlined word in the following sentence:

Teachers and parents may well feel confused these days over the great variety of opinion which obtains on the subject of education. (ls. 1-3)

Are you familiar with this word? I know you'll quickly answer, 'Yes, of course.' All right. Now, I'd like you to know more about the word.

1) How do dictionaries define the word?
2) What part of speech does it belong to?
3) What is the verbal form of the word?
4) How many adjectives could you find having the same root? What are they?
5) How many nouns of the same root do you already know? Mention them.

Complete these sentences with words which have the same root as the word education.

1) The poor boy had to ... himself in the evenings after finishing his work.
2) If you want to be well informed about your profession, subscribe to an ... magazine.
3) No country can afford to neglect ....
4) My brother was ... for the law.
5) An ... is not necessarily an expert in ....
6) Human beings are basically ... since they are capable of being ....

The word underlined in the following sentence is interesting in terms of its form and its function in the sentence. So, watch out before you decide what the word really means in this context.

It seems as if the learned talk in a Babel of voices when they give directions on rearing the young.

1) What part of speech does it belong to?
2) Which one is the noun modified by the word?
3) Find words in the dictionary which have the same root as this word.
4) Identify each of the words' oarts of speech.

IV. Complete the following sentences with words which have the same root as the word learn.

1) They haven't passed their driving test. They are only ....
b) Ahmad is a man of great ....
c) He is an interesting person. He always tries to look very ....
d) I am sorry to ... that he's ill.
e) The material is not too difficult for us.
It is still ....

Pay attention to the underlined word in the following sentence:
In the field of education the fundamental question arose whether the tradisional educational stereotype would longer fit the new world into which the Greeks were moving. (ls. 19-22)

V. Complete the following sentences with words which have the same root as the word stereotype.

1) She belief that the husband should rule the roost is an old-fashioned ....
2) 'Good morning' is a ... greeting.
3) The newscasters ... the protesters as 'long haired craized.'
4) His attitude toward it is ..., that is, it is held in common by members of his group.
5) The art or process of making or of printing from stereotype plates is called ....

By this time, you can probably explain more clearly what the word stereotype actually means. Get a good dictionary and find out how it defines stereotype.

VI. Match each of the words on the right with the definition on the left by writing its number on the space provided.

words	definitions
a. contrariety (1.3)	1. troubled, surrounded
b. contmporary (1.9)	2. leave behind
c. preeminence (1.15)	3. one living during the same period of time
d. beset (1.29)	4. incompatibility
e. outstrip (1.30)	5. outstanding quality

Do not be satisfied with what you have done, even though you have completed the matching with 100 percent correct. When you learn words you have to really know how the words behave in context, i.e in phrases and sentences. Thus, it is time now for you to try to make sentences using the words contrariety, contemporary, preeminence, beset, and outstrip.

Do this in your work book. See for yourself how you are doing. After you have done this ask yourself if you already feel comfortable with the words.

Structural Feature

Let us observe the very first sentence in the text.

> Teachers and parents may well feel confused these days over the great variety of opinion which obtains on the subject of education.

What kind of sentence is it? A simple sentence or a complex one? Well, you can easily identify the sentence as a complex one because it is formed through the use of a relative clause. The above sentence originates in two simple sentences, namely:

1) Teachers and parents may well feel confused these days over the great variety of opinion.
2) The great variety of opinion obtains on the subject of education.

The two sentence are then combined into a single sentence using a relative pronoun which.

Relative pronoun introduces relative clause. Let us observe some examples of relative clauses and how they are formed.

1) The girls are the dean's daughters.
   The girls work in the language laboratory.
   The girls who work in the language laboratory are the dean's daughters.
2) The man was called Ahmad.
   I saw Ahmad.
   The man whom I saw was called Ahmad. or The man I saw was called Ahmad.
3) The man told me to read it.
   I bought it from the man.
   The man from whom I bought it told me to read it.
4) Students can appeal.
   Students' scores have been cancelled.
   Students whose scores have been cancelled can appeal.
5) The book is very interesting.
   I bought the book yesterday.
   The book which I bought yesterday is very interesting. or
   The book I bought yesterday is very interesting.

VII. Can you see the principle involved here? All right. Now, you are ready to combine each pair of the following sentences into a single sentence using an appropriate wh-word.

1) Teachers may feel confused.
   Teachers' opinion on education varies.
2) The learned talk in a Babel of voices.
   The learned give directions on rearing a child.
3) Aristotle is a famous person.
   Aristotle's contemporaries found it difficult to agree with one another.
4) The man raised a question about how to rear the young.
   I talked to the man.
5) Foreign trade gave rise to a whole crop of ideas.
   The ideas were very essential for the Greeks.

Key to Exercise 1

I.

1)	False	6)	False
2)	True	7)	True
3)	False	8)	False
4)	False	9)	True
5)	True	10)	False

II.

a) situation
b) would the traditional educational stereotype fit the new world any longer
c) institutions
d) children.

III.

a) educate
b) educational
c) education
d) educated
e) educator/education
f) educable/educated

IV.

a) learners
b) learning
c) learned
d) learn
e) learnable

V.

a) stereotype
b) stereotyped
c) stereotype
d) stereotypic(al)
e) stereotypy

VI.

a) 4 contrariety - incompatibility
b) 3 contemporary - one living during the same period of time
c) 5 preminence - outstanding quality
d) 1 trouble, surrounded
e) 2 outstrip - leave behind.

VII.

a) Teachers whose opinion on education varies may feel confused.
b) The learned who give directions on rearing a child talk in Babel of voices.
c) Aristotle whose contemporaries found it difficult to agree with one another is a famous person.
d) The man (whom) I talked to raise a question about how to rear the young.
e) Foreign trade gave rise to whole crop of ideas which were very essential for the Greeks.

Summary

You have been introduced to a text regarding the school and sicial hange. The idea covered here is an introduction to the philosophical views of education. Questions of how to edudate the youngfor the dynamic social conditions are raised at the end of the text.

You have of course come across new words or phrases in this text. Some of them have been brought into prominence: education, learn, stereotype, contemporary, preeminence, contrariety, beset, and outstrip. You have also learned how to find words or phrases which are referred to by another word or phrase. A structural feature, relative clauses, which is the first sentence in the text, is described.

Formative Test 1

Choose a, b, c, or d that best completes answer, or restates each of the following.

1) Teachers may feel confused over the great variety of opinion on the subject of education.
   a. The subject of education is always confusing for teachers.
   b. Confused teachers always feel education is various.
   c. Different types of opinion on education may perplex teachers.
   d. Opinion on education is great for teachers who feel confused.

2) In the field of education the fundamental question arose whether new times demanded a revision of their educationai ideal.
   a. The revision of the fundamental question was necessary in education.
   b. Whether new times required an education ideal reconsideration was a fundamental question io the field of education.
   c. New times demanded the field of education to be revised.
   d. Their educational ideal was a fundamental question for them to demand the field of education in revising the new times.

3) The Greeks were wondering whether new times demanded a revision of their educational ideal.
   The underlined word here refers to ....
   a. the Greeks
   b. new times
   c. both A and B
   d. something not mentioned in the text.

4) Rural people are also ... since they are capable of being ....
   a. educated/educable
   b. educable/educated
   c. educational/educated
   d. educated/educating

5) The material is not a ... one because all the students have difficulty in learning it.
   a. learning
   b. learned
   c. learner
   d. learnable

6) The following phrases mean about the same as the word stereotype except ....
   a. sound reproduction
   b. conventional image
   c. received idea
   d. popular preconception

7) Superiority is a synonym of ....
   a. contemporary
   b. contrariety
   c. preeminence
   d. beset

8) Civilization has outstripped the ability of its users to use it. The underlined word means ....
   a. put on strips out
   b. exceeded
   c. beset
   d. strengthen

9) That is Mr. Ali. Everyone is interested in Mr. Ali's educational philosophy.
   The two sentences can be combined into ....
   a. That is Mr. Ali whose educational philosophy everyone is interested in.
   b. That is Mr. Ali whom everyone is interested in his educational philosophy.
   c. That is Mr. Ali who is interested in everyone's educational philosophy.
   d. That is Mr. Ali which educational philosophy is interested in.

10) Teachers raise a question: "Does the traditional educational stereotype fit the new world into which we are moving?"
   a. Teachers raise a question whether does the traditional educational stereotype fit the new world into which we are moving.

b. Teachers raise a question what does the traditional educational stereotype fit the new world into which we are moving.
c. Teachers raise a question if whether the traditional educational stereotype fit the new world into which we are moving.
d. Teachers raise a question whether the traditional educational stereotype fits the new world into which we are moving.

Feedback and Follow-Up

Compare your answers with the Key to the Formative Tests provided in this module. Count your right answers and then see how much your score is. You can use the following formula:

Formula:

$$\text{Level of Mastery} = \frac{\text{The number of your right answers}}{10} \times 100\%$$

Level of Mastery:
90% - 100% = Very good
80% - 89% = Good
70% - 79% = Fair
- 69% = Insufficient.

If your score is 80% or more it means that you can go on to the Learning Activity 2. If your score is less than 80% it means that you have to repeat Learning Activity 1.